

Local Procedure Title	Curriculum
Site	Newbury Manor School
Local Procedure Date	November 2023
Local Procedure Review Date	November 2024
Local Procedure Author (s)	Head Teacher and Assistant Head Teacher
Local Procedure Ratification	SLT

Context

Newbury Manor School is a small special school for pupils aged six to nineteen years. Our provision is based in a small village near Frome, Somerset. We have capacity for up to 65 pupils across the age range; the majority have a diagnosis of autism and all pupils have an EHCP. At Newbury Manor we support pupils with a range of complex needs including, Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD).

We are a very happy, thriving and successful community where every pupil is recognised as an individual. Our aim is for all pupils to reach their potential. Learning is at the centre of everything we do both in and out of the classroom and with so many opportunities at Newbury Manor School, we are exceptionally proud of the achievements of all our pupils.

Due to the complex nature of the pupils that attend Newbury Manor, it is our responsibility to provide them with the most appropriate curriculum focussing on academic learning, life skills and Preparing for Adulthood.

A curriculum is the basis for any school to provide a meaningful and effective education to the pupils who attend. At Newbury Manor we believe this should be a broad and balanced approach which identifies and meets the needs of our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects to learning.

We have an ambitious vision to create a truly integrated and inclusive system of outstanding education for all pupils with special educational needs and disabilities (SEND) who attend Newbury Manor School.

Newbury Manor School Aims

- To work with pupils who experience particular and diverse challenges in communication, sensory difficulties, socialisation, and anxiety levels.
- To work alongside these pupils in developing their knowledge and understanding of their learning profile.
- To create an environment where pupils often with a previous history of failure, are encouraged to develop to their full academic and social potential.
- To provide sympathetic and empathetic adults who can give our pupils the opportunity for success and to develop their self-esteem.
- To create an atmosphere based on mutual respect and provide a secure and stimulating environment where pupil can enjoy their strengths and grow in confidence, understanding, knowledge and skill.
- To develop each pupil's confidence and independence through a structured programme of

Social and life skills so that the young person may leave with the necessary skills and strategies to become a contributing member of society.

- To work closely with parents, thereby establishing a successful partnership between home and school.
- To recognise effort and positive gains, not merely measurable attainments.

Mission Statement

To create a safe and secure environment in which pupil develop strategies to reach their full potential academically, socially and spiritually. Our committed team of caring, experienced staff endeavour to provide unconditional high regard and turn a cycle of failure to a culture of success.

Values

Perseverance – Equality – Aspiration – Courage – Opportunity – Compassion - Knowledge

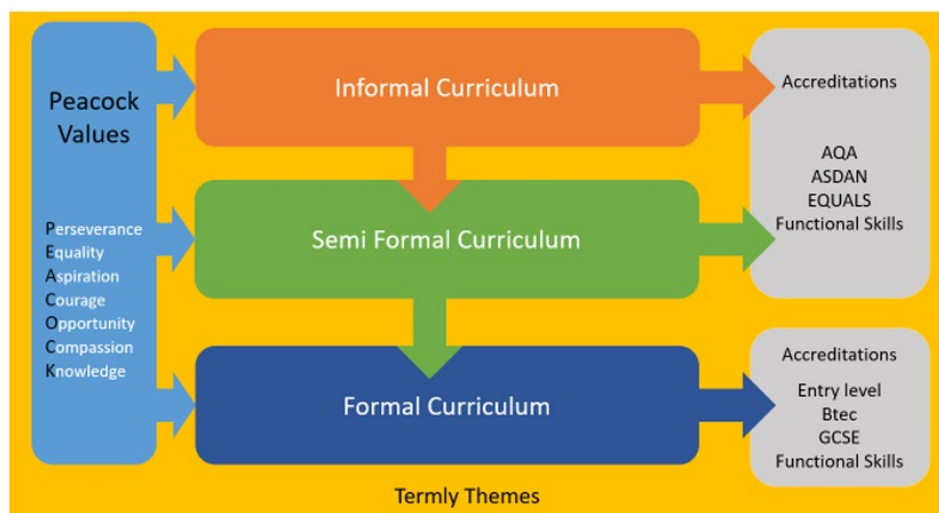
Intent

Newbury Manor School is passionate about delivering a creative and personalised curriculum that meets the needs of all pupils ensuring they are successful in their lives, both in the school community and beyond. The curriculum is under-pinned by a strong belief in our core values; it ensures that all pupils reach their full potential and develop into the most independent and successful young adults that they can be. Newbury Manor School is a strong, nurturing community, which creates a sense of belonging and celebrates individual success at every opportunity.

Provision, which is based on developing strong positive relationships, identifies the needs of each individual pupil to develop communication, independence and social skills that will equip them as adults. The school believes that working within communities and fully utilising all aspects of learning outside the classroom are central to supporting well-being and preparation for adulthood. Providing different pathways through a holistic approach allows pupils to progress on personalised learning journeys. The curriculum is reflective of pupil need, regardless of cognitive level, and seeks to build progress in a bespoke manner. It is not limited by an age-specific approach, but instead pathways are shaped by needs identified within EHCPs, including as appropriate, access to a range of qualifications and accreditations. The curriculum at Newbury Manor School is designed to develop transferable skills that equip pupil and pupil for life beyond school.

Implementation Framework and design

The following diagram represents the structure of the curriculum across Newbury Manor School. The curriculum is designed in three areas: Pre-Formal, Semi-Formal and Formal pathways. This allows for dove tailing across the entire continuum of need, offering breadth and balance. Pupils can progress through from Informal to Semi Formal or Semi Formal to Formal, pupils will rarely progress from Informal to Formal in their time at Newbury Manor School. The whole school themes develop opportunities for a more holistic approach to learning.



(* This graphic needs editing as "AQA" needs removing and "Btec" should read "BTEC" I do not have original graphic so above is a screenshot*)

Informal Curriculum

The Informal Curriculum is for pupils who have profound and complex needs. The curriculum is designed to meet the needs of pupils through a personalised approach, valuing the process as much as the achievement and offering flexibility to be responsive to the needs of the individual learner. It focuses on the early communication, social, emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of play in a child's development and the need for sensory and multi-sensory approaches to learning. It acknowledges what learners can do by supporting and developing their strengths and abilities and it is designed to be delivered in an integrated way, incorporating learning, therapy and health needs.

Semi-formal Curriculum

The Semi-formal curriculum is delivered through a thematic based approach. It recognises that many of our pupils have a range of complex needs as well as learning difficulties. We meet each pupil's needs through a personalised approach delivered through a bespoke curriculum. For some pupils a social communication, emotional regulation and transactional support focus provides pupils with the skills and tools to be able to manage their own feelings, anxieties and behaviour, as well as understand and utilise effective and appropriate methods of communication. This equips our learners with the ability to meaningfully interact with, and convey needs to, familiar people; as well as those who help to support us in the wider community. The curriculum is designed to be fun, engaging, practical and meaningful and match to pupils learning and developmental needs. It aims to promote life skills, independence, communication and sensory integration activities to prepare pupil for learning. Regardless of physical, emotional and learning

challenges, teaching through the Semi-formal curriculum captures the interest and imagination of our pupils.

Formal Curriculum

The formal curriculum consists of adapted National Curriculum subjects, along with life skills, learning outside the classroom, and creative subjects. The formal curriculum is for those pupils who may have a range of needs, but who are cognitively able to access many aspects of a more formal curriculum framework, modified in line with pupil’s developmental level and additional needs. Pupils experience the formal curriculum in both a discrete and theme-based approach that aims to develop thinking and independent learning skills enabling us to build learning capacity and lifelong skills. At Newbury Manor we have adapted subjects and topics to reflect the needs of our pupils, whilst ensuring they provide challenge and progress.

The formal curriculum, which includes a rich diet of both core subjects and more diverse subjects, works to ensure that the experience of learning is smooth, and that cyclical learning topics support learners in embedding skills and knowledge into long term memory through ‘over learning’ as well as contextualised opportunities for application. Subjects taught underpin the Peacock values through explicit references; practical subjects are designed to support fine and gross motor skills as well as providing pupils with very real opportunities to develop skills for independent living and work beyond school. All subjects are designed to develop pupil’s ability to communicate effectively, and also to learn about other communities, countries and cultures, an important part of British Values for Newbury Manor School.

We support pupils to consider different learning opportunities and apply them to real life situations. If pupils require a more bespoke curriculum, we adapt and tailor it to the needs of the individual. Where pupils show an aptitude in a particular area, they are encouraged to develop this to the highest level.

The formal curriculum at Newbury Manor goes beyond the academic and focuses on developing skills for life. Pupils at Newbury Manor will have the opportunity to practice and rehearse these skills in different contexts. Everything we do is there to support every child towards an independent as possible adulthood. We recognise that for each pupil, this will present different challenges and opportunities, therefore thorough preparation and practice is essential in every subject area as well as ad hoc learning opportunities. We pride ourselves on the responsive and adaptive curriculum we offer every pupil at Newbury Manor.

Pre-formal curriculum areas

Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Physical Sensory and Independence
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Semi-formal curriculum areas

Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Physical Sensory and Independence
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Formal curriculum subjects

English	History	RSE	Art
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Maths	Geography	PSHE	Cooking
Science	RE	PE	Music

	Term 1 Sept-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Feb-March	Term 5 April-May	Term 6 June-July
Whole School Events	Newbury Harvest barn dance and apple bobbing	Remembrance Day Christmas Princesses and Knights day	National Apprenticeship week Explorers' Day Chinese New Year	Easter World Book Day National Careers Week Grounds Day	International Day Stephen Lawrence Day Creative Arts Week	Residential Camp Summer Fiesta Whole School Camp

Accredited Learning Curriculum

As pupils progress through our school, we want to ensure that all our learners, are offered the maximum opportunities for success, and for many this is via the national system of accreditation. At Newbury Manor we offer:

- Science GCSE
- Maths GCSE
- English GCSE
- History GCSE
- Interactive media GCSE
- Computer science GCSE
- AQA
- ASDAN
- EQUALS
- Functional Skills English
- Functional Skills Maths
- BTEC Cooking
- Design Technology
- Computer/ICT Functional skills

Post 16

The Newbury Manor Post 16 curriculum is matched to need and pupil interest. It also ensures links with different provisions and community work wherever possible.

Our Post 16 curriculum aims to:

- provide equal life chances as a pupil moves into adulthood
- provide a holistic learning experience
- be highly personalised challenging learning
- build upon prior learning and planned next steps
- deepen learning over time

The curriculum is based on the four Preparing for Adulthood (PfA) outcomes outlined by the Department for Education; Employment, Health, Independent living, and Community Participation. Each young person follows a personalised learning programme, which is built up of a range of qualifications, vocational learning, work experience opportunities and therapeutic/sensory input.

We develop employability skills through vocational learning experiences within the local community, dedicated work experience and supported internships where appropriate. Due to the makeup and low numbers at Post 16 provision is developed to meet individual pupil needs.

The learning journey that all of our pupils undertake ensures that, with careful support, they are all able to achieve accreditation. This, for many, will be the stepping-stone to an FE college course.

Whatever the award, or pathway, we celebrate all achievements within our school, and do not lose sight of the amazing journey of change that we have undertaken with each and every one of our unique pupil.

Roles, Responsibilities and Monitoring

The Operations Director board

The Operations Directors will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Operations Directors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the curriculum and other statutory requirements
- All courses provided for students that lead to qualifications, such as BTEC and Entry Level certificates, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Head teacher

The Head Teacher is responsible for ensuring that this procedure is adhered to, and that:

- All required elements of the curriculum, and those areas which the school chooses to offer, have aims and objectives which reflect the vision/mission statement/values of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs placed at Newbury Manor and the EHCP targets identified inform teaching and learning approaches

Other staff

Teaching staff will ensure that the school curriculum is implemented in accordance with this procedure.

The Deputy Headteacher will have specific oversight of Teaching and Learning and the Curriculum.

Monitoring arrangements

Operations Directors monitor coverage of curriculum areas and compliance with other statutory requirements through:

- School visits
- Governance reports completed in conjunction with Head teacher
- Curriculum reports and presentations
- Head Teacher reports

Curriculum leaders monitor the way their area is taught throughout the school by:

- Meetings with teachers, supporting planning, observing practice, student evidence checks and support

This procedure will be reviewed annually by Senior Leadership Team. At every review, the procedure will be made available to the Operations board for ratification.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of Revision
January 2022	Michael Pearce and Rebecca McArthur	

April 2022	Michael Pearce and Rebecca McArthur	Updated Examination and Accreditation courses
November 2023	Kevin McCain and Sally Taylorson	Thematic table updated.